



UNIVERSITY
of
OTAGO

Tē Whare Hīkanga o Otago
NEW ZEALAND

A graphic of a spotlight with a sunburst at the top. The word 'SPOTLIGHT' is written in large, bold, black letters with a yellow outline on a white banner. Below it, the word 'ON' is written in white on a black banner. Below that, 'TEACHING AND LEARNING' is written in black on a white banner with arrows pointing outwards.

SPOTLIGHT
ON
TEACHING AND LEARNING

26-27th August 2013, University of Otago



SPOTLIGHT PROCEEDINGS

University of Otago | August, 2013

WEBSITE: <http://spotlight.otago.ac.nz>

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Proceedings of Spotlight on Teaching and Learning Colloquium 2013

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Angela McLean and Margaret Rajoo.

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Proceedings of Spotlight on Teaching and Learning Colloquium 2013

August 26-27, 2013

St David Lecture Theatre Complex, University of Otago

Kia ora koutou! Welcome to all!

Spotlight this year incorporates more than 60 peer-reviewed presentations and activities. We begin with a keynote address from Dr Gill Rutherford from the University of Otago College of Education, an award winning teacher and researcher. An exciting programme of parallel sessions on both days consists of panel discussions, paper sessions and interactive workshops. The new creative communication session on Monday afternoon includes musical, oral, digital, and poster presentations and the session will close with drinks and nibbles. Morning tea and lunch on both days are available to all participants and will be served in the St David Foyer.

We hope you enjoy the colloquium and will join with us in making it a success.

Our sincere thanks are due to

The sponsors:



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The anonymous reviewers and chairpersons for all sessions.

The Colloquium Planning Committee:

Joanna Cramond, Lynley Deaker, Tony Harland, Gala Hesson, Nikola Hunt, Swee-Kin Loke, Jenny McDonald, Angela McLean, Margaret Rajoo, Joanne Smith and Candi Young.

Jenny McDonald

Lecturer, Higher Education Development Centre

Convenor, Spotlight 2013

Monday, 26th of August

OPENING PLENARY (ST DAVID LECTURE THEATRE)			
9:00-10:00 Session 1	<p>Mihi Whakatau: Mark Brunton (Office of Māori Development) Welcome: Jenny McDonald (HEDC) Keynote: Teaching and research at Otago: The place of values Gill Rutherford (UOCE)</p>		
	Seminar Room 1	Seminar Room 2	Seminar Room 3
10:00-11:00 Session 2	<p>Invited papers (#72, 69, 70) Distance teaching ophthalmic basic sciences Gordon Sanderson (Dunedin School of Medicine)</p> <p>Towards the use of podcasts as an integrated teaching tool Tony Zuhars (Biochemistry), Lisa Russell, Phil Bishop (Zoology), Jacques van der Meer (UOCE), Richard Zeng, and Jenny McDonald (HEDC)</p> <p>Developing a blended learning approach for teaching rheumatology across the three clinical medical schools at the University of Otago Simon Stebbings (Rheumatology), Nasser Bagheri (Medicine), Kelle Peme (Medicine), Phil Blyth (Medicine), and Jenny McDonald (HEDC)</p>	<p>Papers (#64, 49, 32) Approaches to examining publication-based PhDs Sharon Sharma (HEDC) and Rafael Spronken-Smith (GRS)</p> <p>Experiences from a PhD Viva team in New Zealand: Implications for practice and policy? Wee Chun Tan and Vicky Kumar Pillan (HEDC)</p> <p>Surviving the thesis journey Thelma Fisher (Library)</p>	<p>Workshop (#13) Why we do what we do in teaching Althea Bibbey (HEDC)</p>
11:00-11:30	MORNING TEA (FOYER)		
11:30-12:30 Session 3	<p>Invited papers (#73, 71, 68) A blog-based research journal to accompany fourth-year student dissertations Miranda Mrosa (Food Science)</p> <p>Student Wikipedia reports Ben Woodcock (Marketing)</p> <p>Google Adwords: A tool to bring the market place into the classrooms Matthew Parosol (Marketing)</p>	<p>Papers (#22, 58, 43) A longitudinal study of deep, surface and strategic approaches to learning Fiona McDonald (Physiology), John Reynolds (Anatomy), Rachel Spronken-Smith (GRS) and Ann Boley (Biochemistry)</p> <p>Increasing Māori students' success in the Health Sciences Sarona Frouan (Health Sciences)</p> <p>Individualized feedback on performance in multiple-choice question based assessments Ruth Napper, Rachel Lisaman and Rebecca Bird (Anatomy)</p>	<p>Workshop (#10) Do we need to develop a scholarship of publication and if so what would it look like? Anita Gibbs (Sociology, Gender and Social Work)</p>

12:30-13:00 Session 4	<p>Papers (#166, 39)</p> <p>What can higher education learn from schools' Tātāko cultural competencies? A framework for reading dental student outplacement project data Vivienne Anderson (UOCE), Mary Furnan (HEDC), Senei Rapana, Fālym Flavell (Tou Ora Chamable Trust, Rotana) and John Broughton (Dentistry)</p> <p>Co-managing the sustainability of University internship programmes Martin Tolch (Sociology) and Sally Carson (Marine Studies)</p>	<p>Papers (#19, 36)</p> <p>Why international students choose to study at the University of Otago Stephaine Bladcock (Anatomy) and Maudha Laeman (Information Science)</p> <p>Why and how to internationalise tort law curriculum content Thilo Mitzow (Law) and Rachel Spronken-Smith (GRS)</p>	<p>Papers (#54, 31)</p> <p>Otago Locals – fostering a sense of belonging Stephen Scott (Zoology), Angela Mleem, Carole Scott, Hayley Horwood (HEDC) and Sandra Spence (Schools' Liaison Office)</p> <p>Using attachment to guide tertiary students' teaching Kumuh Valentine (Physiological Medicine)</p>
LUNCH (FOYER)			
13:00-14:00	Seminar Room 1		
14:00-15:00 Session 5	<p>Panel (#9)</p> <p>MOOCs: revolution and/or hyperbole? An Otago perspective Paul Hansen (Economics), Lisa Houghton (Human Nutrition), Mark McGuire (Applied Sciences), and Michael Winkoff (Information Science) Chair: Vernon Square</p>	<p>Seminar Room 2</p> <p>Papers (#50, 7, 16)</p> <p>A framework for communicating undergraduate research and inquiry Rachel Spronken-Smith (GRS)</p> <p>Publishing with students: Getting their voice out there Steven Seaton (UOCE)</p> <p>Plagiarism: a crusade or a learning opportunity? How students understand plagiarism policy Lee Adam (HEDC)</p>	<p>Seminar Room 3</p> <p>Workshop (#24)</p> <p>Is that what you think? Exploring commonly held perceptions about student evaluations Sarah Stein and Adon Moskal (HEDC)</p>
15:00-16:30 Session 6	CREATIVE COMMUNICATION SESSIONS (MEZZANINE) (#74) Uni-ukes: A veritable community of practice Leader: Jennifer Gattemole (Music)		
	Seminar Room 5		
	<p>Presentations (#42, 67)</p> <p>Paint a picture of peace Richard Jaccson (National Centre for Peace and Conflict Studies)</p>	Seminar Room 6	
	<p>Growing post-graduates from the grassroots and upward! Tepora Pulepule (Department of Social Practice, Uhitic)</p>		
	<p>Presentations (#15, 14)</p> <p>"We're singing in the dark!?" A pre-European Māori method of teaching in a tertiary institution Karyn Paringatai (Te Tuhi)</p>		<p>Don't Fear The Reaper: Reconfiguration of teaching and musical technologies (and inevitable resultant apprehension) Robert Burns (Music) and Sweet-Ein Lohie (HEDC)</p>

Poster boosters (#21, 25, 29, 38, 46, 56, 57)

When more is less: An example of a blended learning approach to teaching research skills, including critical thinking about information sources, and how this approach delivers more content with less pressure on class scheduling and contact time

Shobhan Smith (Library)

Les Liaisons Dangereuses: The role of the embedded librarian

Cate Barwell and Sue Webbs (Library)

Reaching the unreachd: The role of ICT to support PhD students' research process

Kwonghui Sm (HEDC)

Enhancing self-efficacy for computer spreadsheet skills through teaching labs and self-help learning in first-year Biophysical Foundation students

Motohide Miyahara and James Novis (School of Physical Education)

Professional supervision - an integral component of undergraduate medical education

Helen Wintler and Joy Percy (Medical Education Unit, Wellington)

Adapting the peer review teaching process for 'teaching on the run' in clinical learning environments

Helen Wintler and Joy Percy (Medical Education Unit, Wellington)

Developing an eLearning tool to teach professionalism – 'learning from Chrissie'

Helen Wintler (Medical Education Unit, Wellington) and Nick Leney

16:30-18:00

EXPLORATION OF EXHIBITS with WINE AND CHEESE (MEZZANINE)

Poster boosters (#52, 53, 55, 65, 63, 23, 75)

Fashionable, appealing, illusive, and still evolving: The notion of Threshold Concepts and their place in Computer Science education

Janet Routtree, Anthony Robins and Nathan Routtree (Computer Science)

Experience using an online video annotation tool for reflective practice

Steve Gallagher (Psychological Medicine), Janet Routtree (Dentistry), Bernadette Drummond (Dentistry), Jane Milochamp (Psychological Medicine) and Maria Stöbbe (Primary Health Care & General Practice, Wellington)

Undergraduate dental students' perceptions of working with children - what did students view as the positive and negative aspects?

Janet Routtree and Bernadette Drummond (Dentistry)

Mobile resources for students: Anytime, anywhere access to course material

Bill Anderson (Distance Learning) and Matthew Smart (eLearning, ITS)

A Teaching Culture Inventory to assess and enhance the departmental learning space

Rachel Spronken-Smith (GRS)

Inform your practice: Practise your Inform

Adon Miosul and Sarah Steen (HEDC)

Experiential education: A sales proposition with zero budget

Matthew Parrotal and Sergio Biggemann (Marketing)

Seminar Room 1

Panel (#48)

What do we do about unintentional plagiarism?

Lee Adam (HEDC), Bridget Casey (Commerce), David Cross (Student Administration), Karen Nairn (UOCC) and Sarah Steen (HEDC)

Seminar Room 2

Papers (#28, 34, 17)

Online discussions: Reflection for intercultural learning in medicine

Mary Furman (HEDC)

Seminar Room 3

Workshop (#26)

What would you do? Discussing problematic teaching situations

Peter Schwartz (Pathology) and Clinton Golding (HEDC)

Tuesday, 27th of August

		<p>Developing Health Sciences students' information skills through online self-paced learning Sarah Gallagher and Trish Leshman (Library)</p> <p>What do staff and students in the Faculty of Medicine understand e-learning to be and what are the implications for its effective implementation? David Torbitt (Faculty of Medicine)</p>		
10:30-11:00	MORNING TEA (FOYER)			
	Seminar Room 1	Seminar Room 2	Seminar Room 3	
11:00-12:00 Session 8	<p>Panel (#11)</p> <p>Developing a research instrument to explore university-teachers' perspectives on which aspects of academic integrity students learn as they experience supervised undergraduate-research Kerry Shepard (HEDC), Tiffany Trotman (Humanities), Mary Furnan (HEDC) and Erika Lofstrom (University Centre for Research and Development of Higher Education, University of Helsinki)</p>	<p>Papers (#35, 18, 40)</p> <p>Informal language learning practices on Facebook Antone Alm (Languages and Cultures)</p> <p>A web based distance learning course for Trainee Interns: how to blogger it up David Torbitt (Faculty of Medicine)</p> <p>Social media as a teaching tool: Oral Health students blogging their way to becoming social media 'savvy' Rebecca Alnadi (Dentistry)</p>	<p>Workshop (#30)</p> <p>Effective teaching strategies for a flipped classroom Megan Anakin (UOCE)</p>	
12:00-13:00	LUNCH (FOYER)			
	Seminar Room 1	Seminar Room 2	Seminar Room 3	
13:00-14:00 Session 9	<p>Papers (#37, 60, 12)</p> <p>Teaching clinical reasoning to undergraduate medical students: Introduction to patient handover Roslan Peters (Medical Education Unit, Wellington)</p> <p>Experiential science education Rainer Hofmann (Agriculture and Life Sciences, Lincoln University)</p> <p>Undergraduate numeracy in the Business School Chris Linsell (UOCE) and Brigg Casey (Commerce)</p>	<p>Papers (#33, 59, 5)</p> <p>Why and how should lecturers engage with graduate outcomes? Rachel Sporriem-Smith (GRS), Carol Bond and Angela McLean (HEDC)</p> <p>Critical pedagogy, higher education and a more equal society Joanna Joseph Joyraj (HEDC)</p> <p>Re-thinking an educational concept: Rethinking addiction Heleen Moriarty (Primary Health Care and General Practice)</p>	<p>Workshop (#20)</p> <p>Feed the Research Monster: Making RSS feeds work for you! Charcotte Brown, Shobhan Smith and Sarah Gallagher (Library)</p>	
14:00-14:30 Session 10	CLOSING PLENARY (ST DAVID LECTURE THEATRE)			
	<p>Reflections on Spotlight 2013</p> <p>Tony Harland (Head of HEDC) and Spotlight Programme Committee</p>			

ABSTRACTS



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SESSION 1

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Monday, 9:00-10:00

OPENING PLENARY

Mihimihi

Mark Brunton (Office of Māori Development)

Welcome

Jenny McDonald (HEDC)

KEYNOTE



Teaching and research at Otago: The place of values

Gill Rutherford (UOCE)

Dr Gill Rutherford is a senior lecturer at the University of Otago, College of Education. Gill is an award winning teacher and researcher. She was awarded her PhD thesis with distinction in 2008 and won the New Zealand Association for Research in Education Sutton-Smith Doctoral Award in 2009. For several years running Gill has won the OUSA Teaching Excellence Award for the most inclusive teacher and in 2011 won the OUSA Teaching Excellence Award: Top Ten Teacher. Gill has published several refereed journal articles and a book chapter since obtaining her PhD, mostly in the areas of disability studies and inclusive education. She works extensively with the local community, has contributed to several Ministry of Education initiatives and has been a guest on National Radio's One in Five programme. We look forward to a stimulating and thought provoking keynote address from Gill.



SESSION 2

MONDAY, 10:00 - 11:00



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Monday, 10:00-11:00

INVITED PAPERS

(#72) Distance teaching ophthalmic basic sciences

Gordon Sanderson (Dunedin School of Medicine)

In 2001 we began teaching ophthalmic basic sciences at Otago, using a distance platform. This was the first programme of its type in the world and a year later the University of Sydney adopted it in a partnership.

The diploma was a natural progression from a 3-week residential course, aimed at preparing medical graduates wishing to become ophthalmic surgeons, that Otago had taught for many years. It had been a high intensity course designed to prepare students for a college entry exam. When the college decided to abandon its entry exam in 2000, we took the opportunity, using a modified college curriculum, to employ our staff and their expertise to teach this distance taught postgraduate diploma course asynchronously.

There are currently five 800 level papers offered towards the diploma, four of which are entirely distance taught and one is a three week practicum, offered at Otago in June and Sydney in November. A pass in four papers is required to gain a diploma.

This paper will review some of the teaching methods used, some of the outcomes achieved and look at some possible future developments.

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Monday, 10:00-11:00

(#69) Towards the use of podcasts as an integrated teaching tool

Tony Zaharic (Biochemistry), Lisa Russell, Phil Bishop (Zoology), Jacques van der Meer (UOCE), Richard Zeng and Jenny McDonald (HEDC)

Podcasts (audio or video) are proving to be a much valued lecture revision resource by students. However, they have further potential to become a useful addition to the teaching and learning toolbox. We have begun to look at how podcasts could be used to enhance student learning. Questions are commonly used in lectures to engage students with content and initiate discussion. We applied this to the video-podcast format for a lecture. The major advantage here is that time does not become an issue in developing an answer to a question. The student can pause the video, access the resources they need to formulate an answer, and then restart, upon which a discussion of the answer options is given. We have also used video-podcasts (in conjunction with online self-assessments via Blackboard) as a way of providing learning support in large classes (1200+ students). “Basic Facts” podcasts were made covering core material from lectures, the aim being to provide a foundation knowledge resource that the students could make themselves comfortable with before proceeding onto higher level content. Each podcast was supported by a “Basic Facts test” on Blackboard, that the students could work through to assess their grasp of the concepts covered in the podcast. Our experiences with, and student feedback on, the use of video-podcasts in this way will be discussed.

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Monday, 10:00-11:00

(#70) Developing a blended learning approach for teaching rheumatology across the three clinical medical schools at the University of Otago

Simon Stebbings (Rheumatology), Nasser Bagheri (Medicine), Kellie Perrie (Medicine), Phil Blyth (Medicine), and Jenny McDonald (HEDC)

Purpose

To develop a web-based course with relevant multimedia content to enhance self-directed learning for undergraduate medical students.

To evaluate the success of these interventions through monitoring access to the e-learning site and evaluating students' experiences of the course.

Methods

A new curriculum developed for medical students at the University of Otago in 2008, together with the dispersion of students to several distant campuses for their clinical attachments, presented challenges in teaching rheumatology. In order to meet these challenges an interactive web-based course was developed alongside tutorials comprising case-based learning. A longitudinal evaluation was undertaken over 18 months. Students participated in focus groups evaluating their experiences. Access data relating to use of Blackboard materials was recorded over 12 months. Course evaluation questionnaires were also completed by students.

Results

Focus group responses demonstrated an overwhelmingly positive response to the changes in delivery of teaching. Evaluation questionnaires relating to the web-based materials were rated highly. There was a greater than 10-fold increase in usage of online materials over the course of the project. Not all students accessed the web-based resources equally, with access occasions for individual students varying between 2 occasions and over 100.

Conclusions

The web-based course proved popular with students, if tailored to their needs and relevant to their studies. It allows delivery of common content across widely separated campuses. Not all students are comfortable with using online resources and this was demonstrated by the widely variable access to materials. Web-based learning should be seen as part of a blended educational approach.

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Monday, 10:00-11:00

PAPERS

(#64) Approaches to examining publication-based PhDs

Sharon Sharmini (HEDC) and Rachel Spronken-Smith (GRS)

This study aims to gain insights into the doctoral examination process when examiners have to mark a thesis that has published papers. In other words, how do examiners approach a publication-based thesis? A publication-based thesis refers to a thesis where some chapters from the thesis have already gone through a peer review process and have been published as journal articles, book chapters or conference proceedings. Previous research on the examination process has made very little mention about how examiners are influenced by published work in a thesis. It is increasingly becoming popular for doctoral students to include published work in their theses. In some countries such as Malaysia, a doctoral student is expected to publish at least two papers ranked in ISI journals before submitting the thesis for examination. Postgraduate students are also increasingly encouraged to publish during candidature. Given this requirement, examiners are now confronted with an increasing number of theses that include published work. Do examiners assess a 'publication-based thesis' in the same way they approach marking a traditional monograph thesis? To explore how examiners assess publication-based theses, interviews were conducted with 18 examiners at Otago. In this presentation we discuss two contrasting examples of how examiners assess publication-based theses. The findings indicate that there were marked differences between these examiners in terms of how authorship was valued, the candidate's contribution, the weight given to publications, and the process of marking and coherence.

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Monday, 10:00-11:00

(#49) Experiences from a PhD Viva team in New Zealand: Implications for practice and policy?

Wee Chun Tan and Vijay Kumar Mallan (HEDC)

The PhD viva (oral examination) is often used as part of the doctoral assessment in New Zealand. However, the experiences from the PhD viva team, comprising a convenor, examiners, supervisors and a candidate have hardly been heard. Existing research on the PhD viva tends to focus on a single voice; either that of the examiner or the PhD candidate. Since the success of a PhD viva is dependent on the role played by all members of the team, it is crucial that their voices are heard.

In this presentation, we present findings from an interview-based qualitative case study that explored how team members from a PhD viva at a research university perceived and experienced the oral examination. An analysis of semi-structured interviews with the PhD viva team members, alongside an analysis of the institutional PhD viva policy reveal that there is a disjuncture on both the purposes of the PhD viva, and the team members' viewpoints on the practice. These findings provide useful insights and implications for institutional PhD viva practice and policy.

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Monday, 10:00-11:00

(#32) Surviving the thesis journey

Thelma Fisher (Library)

Masters and PhD thesis students work at the cutting edge of research, learning how to identify and communicate a gap in the literature or discipline. How they investigate this research 'edge' involves an intellectual journey that can be very isolated. Aside from their supervisors, there are a number of university support agencies available to help such as the Graduate Research School, Student Learning Centre, the Library, Scholarship Office, Maori Centre, Disability Information and Support, ITS, UniPrint, Bindery, and more.

A Library project was set up to produce a new, fully updated, and more user friendly guide integrating thesis research services, resources and tools for postgraduate students into a seamless, centralised, collaborative, online service hub.

Information was collated and scaffolded as a series of tabulated and iterative steps along the research journey and the resulting Thesis Information Guide now brings together all significant aspects of thesis creation, from reviewing literature and managing references to formatting and printing a thesis, and having it bound upon completion. Complex issues like copyright attribution and university policy on research ethics have been included.

As part of the process, key stakeholders within the Library, the Graduate Research School and Student Learning Centre were consulted regularly during six months of development. Usability testing was carried out by Liaison Librarians with individual post-graduates before using the Guide in a multidisciplinary series of postgraduate workshops in 2012-2013, where it has been favourably received within and across disciplines.

Following the official launch on 28 May 2012, using a wide variety of internal and external marketing options, over 30,000 independent users have visited the guide. Valuable feedback from guide users has led to on-going revision, tailored content and currency.

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Monday, 10:00-11:00

WORKSHOP

(#13) Why we do what we do in teaching

Althea Blakey (HEDC)

In this interactive workshop we will reflect on why we do what we do in teaching. How we teach can, at least in part, be based on our own educational experiences. If we assume or inherit teaching approaches and leave them unexplored or unchallenged this can negatively influence student learning. This is because an unexplored approach may at times not be the most effective teaching strategy, or match what is needed in terms of student outcomes. We are much better off to reflect on our teaching approaches. Making our experiences explicit allows us to begin to understand why we do what we do, and to see new alternatives. And, if we have the opportunity to hear how others teach, we can learn about other ways of teaching and see further ways to improve. Reflection takes time and is difficult to fit into a busy schedule. This workshop will give busy teachers the opportunity to reflect on their teaching in a safe, supportive and collaborative environment.

Structure/Activities

Participants will be invited to share a little of their personal and professional history to begin the group process.

- Icebreaker (5-10 mins)

Participants will be invited to discuss experiences of their own teaching and learning and then to bring to the whole group for discussion.

- Past experiences of learning; formative and sentinel (pair work) (5 + 10 mins)

In pairs, participants will be asked to discuss the pleasures and difficulties of a particular teaching strategy (small group work, lab work, etc.) and then to bring their thinking to the whole group for discussion.

- Experiences of various learning strategies (pair work) (5 + 10 mins)

Participants will be asked to close the session with a short summary of their learning.

After the workshop, consenting participants will be emailed a short evaluation of their experience.

- Summary and follow-up (5 mins)

References

Blakey, A. (2011). *Experiences of critical thinking, critical action and critical being in health science tutorials*. Master's thesis, University of Otago.

Harland, T., & Pickering, N. (2011). *Values in Higher Education teaching*. Oxford, U.K.: Routledge.



SESSION 3

MONDAY, 11:30 - 12:30



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Monday, 11:30-12:30

INVITED PAPERS

(#73) A blog-based research journal to accompany fourth-year student dissertations

Miranda Miroso (Food Science)

In 2011, I created an online student-authored blog project as part of a fourth-year consumer research methods class. This involved each student keeping a blog which served as a reflective journal that accompanied their dissertation. The aim of the blog was threefold: 1) it served as an online research notebook for students to document their research activity and progress, thereby creating a personal development portfolio of their research; 2) it encouraged students to think critically and write reflectively about the research processes and methods employed; and 3) it motivated students to engage in each other's dissertation work by posting support and feedback comments on each other's blogs. Student evaluations of this teaching innovation have been pleasingly positive. One of the main advantages of using an online blog-journal instead of a handwritten lab book was that it allowed the students to engage with a large range of digital resources. Another important advantage was that it allowed for ongoing interaction between the lecturer and the students throughout the year, meaning there was ample opportunity to provide formative feedback on their research journals, as opposed to simply giving a mark once the dissertation was submitted. The increased interactions amongst students also resulted in a more learner-centric approach to problem solving with students often helping each other rather than relying on answers from the 'teacher'. Given that documenting and reflecting on research processes are activities that are required by all students at the University involved in writing dissertations, I envisage that interactive blog-based research journals have the potential for widespread use across the University.

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Monday, 11:30-12:30

(#71) Student Wikipedia reports

Ben Wooliscroft (Marketing)

How do you motivate 400-level students to engage with their written reports? After years of increasing disengagement with written reports, Marketing Theory changed its assessment from reports that would be read by staff only to reports that were placed on Wikipedia. The place of Wikipedia in universities is not frequently contested, with many staff seeking bans on Wikipedia use.

Head and Eisenberg (2009, 2010) found that university students overwhelmingly report starting their research with Wikipedia. Lim (2009) found a lower level of Wikipedia use, but called for university staff to educate about Wikipedia's strengths and weaknesses, rather than attempt to ban its use. This teaching approach encourages students to understand how Wikipedia works, its strengths and weaknesses, and to contribute to the first part of call of much of their own research. Students' reports are also exposed to editing and critique by any member of the public in the compulsory period between the papers being first posted, and the date on which they are recorded for marking. Student engagement with the reports was demonstrably increased, but the approach is not without its problems, and is not suited to all levels of study.

References

- Head, A. J., & Eisenberg, M. B. (2009). *What today's college students say about conducting research in the digital age* (Project information literacy progress report). The Information School: University of Washington.
- Head, A. J., & Eisenberg, M. B. (2010). How today's college students use wikipedia for course-related research. *First Monday*, 15(3). Retrieved August 6, 2013, from <http://firstmonday.org/article/view/2830/2476>
- Lim, S. (2009). How and why do college students use wikipedia? *Journal of the American Society for Information Science and Technology*, 60(11), 2189–2202.

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Monday, 11:30-12:30

(#68) Google Adwords: A tool to bring the market place into the classrooms

Mathew Parackal (Marketing) and Shobhit Eusebius

Most marketing concepts (e.g., positioning and targeting) are abstract in nature. They are simple ideas but the challenge is teaching the technicalities associated with their implementation. Furthermore, the social aspect of these concepts makes it almost impossible to bring the market place into a classroom setting. Hence a common practice is to use case studies or bring in a guest lecturer from the industry. Such practices still remain theoretic, except they are conveyed by a different mode to confirm what is being taught. The Google Adwords enhancement presented in this talk was developed to make marketing concepts less abstract by making them observable for evaluation and manipulation. The highlights of the enhancement are: 1) it brought the market place into the classroom; 2) the presence of CEOs and MDs in the classroom created an environment characterised by high student engagement and professionalism; and 3) students had a firsthand opportunity to observe marketing work in the market place. In this presentation the Google Adwords enhancement will be introduced and evaluations of its effectiveness will be discussed.

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Monday, 11:30-12:30

PAPERS

(#22) A longitudinal study of deep, surface and strategic approaches to learning

Fiona McDonald (Physiology), John Reynolds (Anatomy), Rachel Spronken-Smith (GRS) and Ann Bixley (Biochemistry)

The aim of this study was to evaluate and compare approaches to learning by undergraduate students in their first and third years of study at the University of Otago. In a previous study (Walker et al., 2010) we reported on students' approaches to learning in a cohort of first year university students. We found that although a surface learning approach predominated, a statistically significant move to a deeper learning approach was developed over one year of study, and was stronger than under an old curriculum. The Approaches and Study Skills Inventory for Students (ASSIST, Tait et al., 1998) questionnaire was completed by the same student cohort at the beginning and end of their first year (705 students) and in the second semester of their third year (185 students) either in a lecture or laboratory class, or through completing the survey online. A matched sample of 47 students who completed all parts of all three surveys was also analysed.

The 300-level students showed a significantly higher increase in the use of deep and strategic learning approaches, compared to the first year students completing both surveys at 100-level. The third year students retained their use of surface learning approaches. The extent to which 300-level students took both strategic and deep approaches to learning was positively correlated with their performance on assessment, whereas there was a negative correlation between 300-level student performance and adopting more surface approaches to learning. This result contrasted with the same cohort at 100-level where performance in their final exam was negatively correlated with a deep approach but positively correlated with surface and strategic approaches to learning (Walker et al., 2010). This study adds new knowledge to the literature affirming that as students progress through a three year undergraduate science degree they develop deeper and more strategic learning approaches, evidenced through seeking meaning in the topics they are learning, relating and showing interest in ideas, using evidence and being strategic about their study habits.

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Monday, 11:30-12:30

(#58) Increasing Māori students' success in the Health Sciences

Sarona Fruean (Health Sciences)

In response to the under-representation of Māori students in health professions, the Otago Project was initiated to increase recruitment, transition, academic achievement, and retention of Māori students in tertiary-level health sciences programmes at the University of Otago. Since 2010, the Health Sciences Māori Health Workforce Development Unit (MHWDU) has developed and delivered a range of innovative, culturally-responsive, evidence-based programmes for Māori students.

Outcomes to date indicate that the delivery of programmes tailored to Māori have been the key contributor to a significant increase in the recruitment, retention and achievement of Māori into-and-through Health Sciences study at the University of Otago (2011-2013).

Māori student entry into Medicine from HSFY alone effectively doubled in comparison with previous years (in 2012 and 2013) and no other attributing factors (such as admissions criteria) changed in this period. Importantly, the increase in 'non-traditional' student (low decile school, limited to no access to university/previous science exposure) progression into these 'difficult to enter' programmes strongly suggests that this approach has a positive effect on learner retention and academic outcomes, in particular, supporting a more diverse range of students to become effective self-regulated learners. This presentation will describe the features, outcomes, and critical success features of the programmes implemented by the Health Sciences MHWDU.

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Monday, 11:30-12:30

(#43) Individualized feedback on performance in multiple-choice question based assessments

Ruth Napper, Rachel Lissaman and Rebecca Bird (Anatomy)

Teaching first year students in a large cohort (up to 2,000 students) places constraints on the style of examination that can be implemented. In-course assessments are integral in informing students and teachers on performance. In-course assessment should provide students with information on their achievement level and details of areas that require further study. If this is achieved, in-course assessment provides informative feedback and encourages enhanced learning and revision of course work. Manual assessments are very time consuming, so multiple-choice question (MCQ) assessments are widely used in First Year Health Science papers. When the exam questions are embargoed, as for HUBS191 and HUBS192, it is difficult for students to reliably assess their areas of weakness. Generic feedback providing information on the subject areas most poorly done and common errors made does not provide individual feedback to students, and is therefore not particularly informative in a manner that can assist their future learning.

In the HUBS192 paper for 2012, a procedure was developed to give individualised feedback on students' performance in MCQ-based terms tests, soon after the release of the marks. Feedback consisted of an email to each student that, for each question, detailed the area of knowledge examined in the question and where the student could access that knowledge in their provided course work. It also stated whether the student got that question correct or incorrect. In this way the student was informed on the specific areas they needed to focus on, without giving the student the actual question and/or answer. It was decided to provide feedback in this format as it discouraged rote learning of questions and answers, and aimed to ensure that any further questions on that topic would be answered correctly. An evaluation of the MCQ feedback showed that the feedback was generally considered to be useful for further study. Informal feedback in tutorials indicated that the feedback was particularly useful for students whose marks were in the lower range.

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Monday, 11:30-12:30

WORKSHOP

(#10) Do we need to develop a scholarship of publication and if so what would it look like?

Anita Gibbs (Sociology, Gender and Social Work)

In tertiary institutions we have actively explored and researched the scholarships of teaching and learning, and research and discovery. I believe that we have a 'new' scholarship to develop, called a scholarship of publication. In this workshop, I would like to debate with participants the idea that we need this 'new' scholarship, and that the scholarship of publication should be considered equal to those of teaching and research, in order to enable higher education academics to write, communicate and publish more about their everyday academic activities. I would like to present some fresh ideas about why I think we do need this 'new' scholarship, and what such a scholarship might look like. I intend to facilitate discussion with participants about what a scholarship of publication might look like in their own disciplines.

Workshop structure and activities

The workshop will begin with 15 minutes of a PowerPoint presentation by the workshop facilitator which will explore the two questions asked in the title of the workshop. Following this I would like to have an open-ended discussion with the workshop participants using the following trigger questions:

- What are the pros and cons of developing a scholarship of publication?
- What would a scholarship of publication look like in a range of disciplines, from chemistry to social work perhaps?
- What areas of research could we develop for a scholarship of publication?
- How could we teach about a scholarship of publication?
- How can we train our future scholars of publication?

References

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SESSION 4

MONDAY, 12:30 - 13:00



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Monday, 12:30-13:00

PAPERS

(#66) What can higher education learn from schools' Tātaiako cultural competencies? A framework for reading dental student outplacement project data

Vivienne Anderson (UOCE), Mary Furnari (HEDC), Sonia Rapana, Fallyn Flavell (Tipu Ora Charitable Trust, Rotorua) and John Broughton (Dentistry)

Tātaiako (Ministry of Education and New Zealand Teachers Council, 2011) is a document that sets out five cultural competencies likely to facilitate teachers' engagement with Māori students and whānau, and Māori students' educational success as Māori. These include ako, whanaungatanga, tangata whenuatanga, manaakitanga and wānanga. This paper applies Tātaiako to preliminary data from a three-year kaupapa Māori mixed methods participatory action research project in dental education. The project (Oranga niho, oranga tinana, oranga whānau) was established in 2012, in collaboration with six Māori Oral Health Providers (MOHPs), alongside the introduction of compulsory outplacements for final-year dental students from the University of Otago Faculty of Dentistry.

The paper will begin by outlining Tātaiako as a framework for thinking about teaching and learning. It will then describe the dental student outplacement programme and Oranga niho project, considering student, clinical supervisor and client perspectives on the characteristics of 'excellent clinical supervisors' and 'excellent students' as they emerged in our 2012 qualitative data. The paper will draw on Tātaiako to highlight factors that promote learning, connection and engagement in dental student outplacement settings, concluding with some thoughts on the relevance of our preliminary research findings to higher education more generally.

Reference

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Monday, 12:30-13:00

(#39) Co-managing the sustainability of University internship programmes

Martin Tolich (Sociology) and Sally Carson (Marine Studies)

No University outreach, including the sociology internship featured in this presentation, occurs in isolation. Few sites have not been studied before by researchers. Community stakeholder expectations are generally well established and, if educational opportunities for community-engaged learning are to be sustained, they need to be cherished by the academic stakeholders involved. Partnerships between the course co-ordinator, students as interns, and community managers must be effectively and sensitively managed. Sustainability of opportunity is especially important in a small city with limited opportunities. This presentation brings together an internship course coordinator and a community-programme manager who agreed to host a team of interns in this internship programme. Together they use their experience to reflect on potential disjuncture between academics' teaching interests, students' learning opportunities, and community needs, and on how to co-manage this complex relationship. The article provides a number of innovations to sustain the evolving relationships between the interns, the community managers and the course coordinator.

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Monday, 12:30-13:00

(#19) Why international students choose to study at the University of Otago

Stephanie Baddock (Anatomy) and Madhvi Laxman (Information Science)

International students support the growing economy of New Zealand (NZ) (Ministry of Education, 2012) and contribute to internationalisation within our tertiary institutions. The University of Otago's current quota of international students is considered to be low; the University has been pressured to increase its cap on international students and to do more to attract them (Elder, 2013), including a re-evaluation of existing marketing strategies. In order to recruit more international students, the University needs to understand what is attracting international students to Otago. The aim of our research is to identify the reasons why international students choose Otago as a place for tertiary study. Participants were full-time international students currently in their first year of study at Otago. Initial one-on-one interviews were undertaken with three international students from different home countries, to provide us with background information on their reasons for coming to Otago. Survey questions were then formulated from this information and a link to an online survey was emailed to 338 international students. In our presentation we will present findings on the main reasons identified by participants, as well as variations according to gender, home country, discipline, and level of study. We hope that our findings can be used to inform policy and practice, generating novel and targeted marketing strategies.

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Monday, 12:30-13:00

(#36) Why and how to internationalise tort law curriculum content

Tiho Mijatov (Law) and Rachel Spronken-Smith (GRS)

Law schools can no longer ignore the fact that the world is getting smaller. One way they could choose to respond to this globalization is by reforming the content of their most important courses to ensure these courses feature more international material. This pilot research has thus first asked whether this response, internationalisation, is a sensible choice for law schools to make. Next it explored in what ways the curriculum content could be made more internationalised should that turn out to be a sensible move. Third, the research identified and then evaluated the level of internationalisation at two universities: the University of Otago (Otago) and the University of Western Australia (UWA).

This research has honed in on just one core law course, the law of torts (non-criminal wrongs like negligence and privacy wrongs). The research questions have been answered qualitatively by way of a four-part method. First, an extensive literature review was conducted in order to assemble existing answers into a coherent theoretic whole. Secondly, course documents from Otago and UWA were analyzed for international content. Thirdly, student perceptions of internationalisation were gained by a survey of students undertaking tort courses at Otago and UWA. Finally, interviews with course-coordinators at Otago and UWA were conducted to gain the institutional perspective on internationalisation.

The presentation focuses on what this research found. It found internationalising the content of any higher education curriculum, including tort law, is extremely valuable in many ways. It also identified various simple methods of reform by which the benefits of internationalisation may be enjoyed. Thus, a strong case is made out - in the torts, law, and higher education contexts - for progressing the internationalisation conversation from if and how, to when, the answer being: as soon as possible.

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Monday, 12:30-13:00

(#54) Otago Locals – fostering a sense of belonging

Stephen Scott (Zoology), Angela Mclean, Carole Scott, Hayley Horwood (HEDC) and Sandra Spence (Schools' Liaison Office)

Most first year students at the University of Otago live in Residential Colleges (~74% in 2013). As such, they are involved in a range of activities that enhances their transition to university and provides them with a sense of 'tribal' identity for campus life. But there is a group of first year 'Local' students who do not live in Colleges and instead live at home, or in flatting situations, and therefore miss out on the experiences of College first year students. Anecdotal reports from these Local students indicate they do not always feel they belong at Otago. We will report on an initiative that aims to enhance the sense of belonging for the Local first year students. The programme utilises a peer mentoring programme at Otago, to connect university student peer mentors with Local students. Peer mentoring is an effective support strategy in tertiary education (Terrion & Leonard, 2007). In addition, involvement in peer mentoring has positive effects on confidence, academic achievement and can also foster a sense of belonging to a particular learning community (Glaser, Hall, & Halperin, 2006; Potter & Hampton, 2009; Ross & Grant, 2011). We will report on Local students' sense of belonging, feeling of being welcomed and valued by their local university, and their experiences of identity and place on campus, despite not residing in a College. According to Krause and Coates (2008) "a sense of belonging and community is a particularly potent indicator of engagement...and belonging is fostered when students enjoy coming on to campus" (p. 502). We hope that a strong sense of identity and connection to Otago will make their first year enjoyable, and enhance their experience of Otago as their Local place.

References

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Monday, 12:30-13:00

(#31) Using attachment to guide tertiary students' teaching

Kumari Valentine (Psychological Medicine)


Attachment relationships have traditionally focussed on the relationship between infant and primary carer(s). They are secure when carers are consistent, attuned with the infant and provide a safe haven as well as a secure base from which children can explore the world (e.g., Bowlby, 1988). Insecure attachments result from non-optimal carer behaviour (e.g., Bowlby, 1988) and are associated with numerous negative outcomes (e.g., Belsky & Fearon, 2004; Benoit, 2004). Early attachment relationships are relatively stable over time (e.g., Fraley, 2002) and generalise, such that attachment relationships with carers allow individuals to develop internal working models regarding how to behave with others (e.g., Ammaniti, Van Ijzendoorn, Speranza, & Tambelli, 2010) and what to expect of others' behaviour. Thus, relationships other than those between children and carers, for example, romantic relationships, are also considered attachment relationships (e.g., Hazan, Zeifman, Cassidy, & Shaver, 1999). I argue that the relationship between teachers and (tertiary) students is another example of an attachment relationship. The functions of an attachment relationship, certainly in infancy, are to provide safe haven and a safe base (e.g., Bowlby, 1988). I argue that these functions become more psychological than literal as infants grow and that (tertiary) teaching is a context in which the teacher has a role to provide these important conditions for optimising learning. While there has been some writing about the importance of an attachment focus in teaching children (e.g., Libbey, 2009), there is a scarcity of writing about the role of attachment in tertiary education. In this theoretical paper, I argue that an attachment model is useful for informing teaching practice at the tertiary level and that enhancing attachment relationships is likely to be associated with good learning outcomes. Based on the literature about attachment and my experience as a clinical psychologist, I discuss how an attachment framework might influence some teaching decisions and propose strategies (with associated research hypotheses) for improving tertiary attachment teaching relationships.

Full abstract including references available online <http://spotlight.otago.ac.nz/abstracts>



SESSION 5

MONDAY, 14:00 - 15:00



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Monday, 14:00-15:00

PANEL

(#9) MOOCs: revolution and/or hyperbole? An Otago perspective

Paul Hansen (Economics), Lisa Houghton (Human Nutrition), Mark McGuire (Applied Sciences), and Michael Winikoff (Information Science)

Several recently-published articles claim that Massive Open Online Courses (MOOCs) will unleash a revolution in higher education (e.g., Barber, Donnelly & Rizvi, 2013). In the same vein, the 2013 Horizon report predicts that MOOCs are likely to enter the mainstream within one year because they “offer the possibility for continued, advanced learning at zero cost, allowing students, life-long learners, and professionals to acquire new skills and improve their knowledge and employability” (Johnson et al., 2013, p. 4). However, the evolution of MOOCs must be contextualised within the history of educational technology where we have witnessed repeated cycles of inflated expectations of technology that resulted in minimal impact on practice (Cuban, 2001; Reiser, 2001). Will MOOCs, the “educational buzzword of 2012” (Daniel, 2012), fade into oblivion in 2014? Or should Otago be anxious about the MOOCs revolution? If so, what should our response be?

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Monday, 14:00-15:00

PAPERS

(#50) A framework for communicating undergraduate research and inquiry

Rachel Spronken-Smith (GRS)

With the rise of undergraduate research and inquiry (UGRI) in higher education, it is important to provide students with opportunities to disseminate their research. This completes the research cycle and builds key communication skills. In this session I will present a framework for the dissemination of UGRI that was collaboratively developed with researchers from Australia, Canada, Belgium and the United Kingdom (Spronken-Smith et al., 2013). The framework builds on the communication aspect of Willison and O'Regan's (2007) 'research skills development framework'. The research team focused on this aspect because we believed it had been insufficiently theorized, yet dissemination is a crucial part of the cycle and should be properly explored and characterised. Our framework for the dissemination of UGRI links exposure to the development of student autonomy. I will illustrate the framework with case studies ranging from dissemination activities within the curriculum, such as poster presentations and journal clubs, through to UGRI journals, and conferences. The audience will be asked to share examples of how they promote the dissemination of UGRI.

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Monday, 14:00-15:00

(#7) Publishing with students: Getting their voice out there

Steven Sexton (UOCE)

This presentation reports on working with five College of Education students, three undergraduate student teachers and two post-graduate in-service teachers, to publish their ideas, opinions and understanding of science and education through science. It has been reported both nationally (Education Review Office, 2012; Lewthwaite, 2000; Sexton, 2011) and internationally (Duschl, Schweingruber, & Shouse, 2007; Skamp, 2004) about the impact of self-reported lack of science content knowledge and resources (Fisher, 2010) on bringing relevant, useful and meaningful science into the primary classroom. The College of Education requires all primary undergraduate student teachers to take a compulsory paper in their first year of which science is one component. In addition, student teachers may take an optional paper in science. This presentation reports on working to co-author publications with (1) two first-year student teachers who, in 2012 demonstrated exceptional understanding of the Nature of Science (Ministry of Education, 2007) and how to incorporate this in updating a Ministry of Education resource, *Building Science Concepts* for the journal *Curriculum Matters*; and (2) a second-year student teacher in 2013, who describes how and why the Cartesian Diver activity is both a low-cost and relevant learning experience for the International Council Association of Science Educators (ICASE) newsletter. Then this presentation reports on working with a 2012 Master of Education student to prepare one aspect of her thesis for submission to the *New Zealand Journal of Educational Studies*, and a current PhD student for the *Teacher Action Research Journal*.

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Monday, 14:00-15:00

(#16) Plagiarism: a crusade or a learning opportunity?

How students understand plagiarism policy

Lee Adam (HEDC)

The University of Otago has a strict and visible policy on plagiarism to which students and staff are expected to adhere. This policy positions plagiarism as “dishonest practice”, and the official information disseminated to students via the University website presents a strong message about the consequences of plagiarism. Despite this, there is no evidence to suggest that the prevalence of plagiarism is reducing. Existing literature on plagiarism indicates that a major problem is the lack of a unified definition or understanding of what plagiarism is. Consequently, what one person considers plagiarism, another may not. There is currently, however, a lack of in-depth research into students’ understandings of plagiarism. In this presentation I outline some preliminary findings from my doctoral research study examining students’ perceptions of plagiarism. The study (begun in 2012) involved in-depth interviews with 21 University of Otago undergraduate students concerning their understandings of plagiarism policy and practice. My study uses a discourse analytic approach to examine the plagiarism discourses the students drew on in their interview accounts. I specifically examine four dominant discourses: ethico-legal discourses; fairness discourses; confusion discourses; and learning discourses. In this presentation, I briefly explain the discourses the students drew on, and outline the discourses that are evident in the University of Otago’s current plagiarism policy and website material. I consider how the discourses in the official information were reflected and/or contested in the students’ discussions of plagiarism. I conclude the presentation by suggesting some implications for teaching and learning.

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Monday, 14:00-15:00

WORKSHOP

(#24) Is that what you think?

Exploring commonly held perceptions about student evaluations

Sarah Stein and Adon Moskal (HEDC)

Despite research that suggests tertiary teaching staff recognise the general usefulness of student evaluations (e.g., Beran & Rokosh, 2009; Nasser & Fresko 2002; Penny & Coe, 2004; Schmelkin, Spencer & Gellman, 1997), misconceptions persist regarding their reliability and validity (Benton & Cashin, 2012). Following a survey of over 1000 New Zealand higher education staff, including 60 in-depth follow-up interviews, Stein et al. (2013) compiled six composite 'case studies' exemplifying a range of teacher perceptions of student evaluations (Stein et al., 2013).

In this workshop/discussion session, 6 panelists will take on the roles of the personalities depicted in the case studies and 'debate' a range of commonly-held opinions about student evaluations. Audience members will engage with the discussion via clickers (audience response system), offering their own feedback on the views being presented. As reported by Simpson and Oliver (2006), the use of clicker technology in conjunction with a seminar presentation can:

- support an individual's active engagement with ideas;
- encourage safe (anonymous) participation from all members of the audience;
- foster a sense of community within the group; and
- summarise group understanding and illuminate different viewpoints.

A live graphical representation of the 'mood' of the room will be constantly displayed throughout the proceedings. In addition, input from the workshop facilitators about the Stein et al. (2013) study will provide the basis for general discussion about the range of perceptions illustrated through the panelists' presentations.

Full abstract including references available online <http://spotlight.otago.ac.nz/abstracts>

SESSION 6

MONDAY, 15:00 - 16:30

Creative Communication



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Monday, 15:00-16:30

PRESENTATIONS

(#74) Uni-ukes: A veritable community of practice

Uni-ukes, a group of ukulele enthusiasts comprising of University of Otago staff and students, was formed in July 2012 under the direction of Dr Jennifer Cattermole. Uni-ukes has grown since its inception, and has gone from strength to strength. The group has performed at University and wider community events, and plays a variety of popular and folk songs. The main aims of the group are to encourage music-making and simply to have fun. At Spotlight, the group will give a performance and share how they sustain and grow their community of practice.

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Monday, 15:00-16:30

(#42) Paint a picture of peace

Richard Jackson (National Centre for Peace and Conflict Studies)

The National Centre for Peace and Conflict Studies was established at the University of Otago in 2009. In addition to a well subscribed Master's and PhD programme, since 2010 the Centre has offered a Postgraduate Diploma in Peace and Conflict Studies. As a Postgraduate Centre attracting students from disciplines ranging from Politics to Physics, Anthropology to Art History, the introductory classes in the Postgraduate Diploma are an opportunity to explore the students' understanding of peace before they become immersed in the theory and literature.

In the first class of my paper, Conflict Analysis and Conflict Resolution Theory, I ask students to 'paint a picture of peace', by creating a visual representation of their understanding of the concept. Although students initially find it difficult to think outside of traditional academic language, they soon warm to the task and always produce an interesting array of pictures of 'peace'. Discussing each person's picture and collating ideas facilitates a group exploration of the underlying assumptions and ontology behind the concept of peace, as well as some of the key debates, controversies and issues. The pictures of peace are referenced throughout the course, but in the final class of the course, students revisit their artwork and identify ways in which their picture has changed or would perhaps be expressed differently. This process allows them to identify aspects of their learning over the course.

In this presentation, I will share some of the benefits that I see when students are encouraged to engage their creative side in an intellectual pursuit, think in different ways and use a form of communication that does not rely narrowly on academic language. Participants will also have a chance to express their own notion of peace in a creative way.

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Monday, 15:00-16:30

(#67) Growing post-graduates from the grassroots and upward!

Tepora Pukepuke (Department of Social Practice, Unitec)

The multiple discourses regarding tertiary retention include the economic, sociopolitical, pedagogical, or cultural. A blame-ridden deficit model may look to a lack of student motivation or intellect, systemic constraints or limited resources. However these factors are commonplace within our tertiary institutions and do not account for the silo success of some initiatives to improve pass and success rates.

This presentation uses a mixed metaphor of a garden where specialist horticultural knowledge and skills can help establish and grow grassroots success in student populations, alongside growing undergraduate 'Tall Poppies' in readiness for post-graduate research. It highlights the individual knowledge and skills staff draw on to creatively improve the teaching environment, and to counter the effects of the market-driven, system-centric approach of our elite research and learning environments.

The Tertiary Education Commission (TEC) has set directives and priorities for tertiary providers to improve success for students. In the current economic climate TEC is asking us to be both efficient and effective, dangling Vote Education funding to those who evidence success, retention and post-graduate study - especially for Māori. This whimsical transdisciplinary collaborative approach to 'sowing the seeds' for success draws on my Master of Social Work thesis Tuhonohono: Professional ethics for Māori Tertiary Success.

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Monday, 15:00-16:30

POSTERS

(#21) When more is less: An example of a blended learning approach to teaching research skills, including critical thinking about information sources, and how this approach delivers more content with less pressure on class scheduling and contact time

Shiobhan Smith (Library)

How do you engage a first year Anthropology student cohort in thinking critically about information sources, plus introduce them to basic research skills, when class size and the limited time available to dedicate to these skills make traditional librarian-led research tutorials not possible? In 2012, faced with this question, a programme was designed that used a blended learning approach. Blended learning combines face to face traditional teaching methods with new technology and online delivery, giving students different learning experiences that can be delivered, in some cases, independently of a specific time and place. For ANTH105 in 2012, a complementary research skills programme was designed combining both hands on and online tasks, and utilising multiple learning platforms:

Interactive single lecture by librarian to engage students in thinking critically about information sources. Self directed tasks with follow-up Blackboard quiz on being a critical information seeker. Librarian-developed, tutor-facilitated, hands on tutorial focusing on key research skills for first year students.

Most tasks were designed to be completed independently of lecturer, tutor or librarian. Delivery of information was a blend of face to face and online and included: group discussion/debate; watching video tutorials then applying the research skills demonstrated; completing an interactive online learning module; watching and reading resources about being an active and critical reader; Blackboard quiz worth 5% to reinforce ideas on evaluating information sources and using information ethically.

Advantages of this approach included: students could work at their own pace; many tasks could be accomplished during students' own time; less contact required between students and librarian as many of the tasks were self directed with help being available through online tools that were accessible 24/7; a focus on both practical skills (how/doing) and cognitive processes (why/knowning); teaches students good research skills and helps them to engage in the benefits of applying them.

This creative communication highlights the many tasks and resources used in the design of this programme and is presented as an online interactive session created using Adobe Captivate.

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Monday, 15:00-16:30

(#25) Les Liaisons Dangereuses: The role of the embedded librarian

Cate Bardwell and Sue Weddell (Library)

There is still a perception that library involvement in course instruction is simply a matter of a librarian teaching catalogue and database searching skills to huge classes of 100-200 level students.

While this may have been the situation ten years ago, we have moved on considerably with the creation of the University of Otago Library Liaison Service in 2009. Since then, the library instructional model has adapted to the changing information needs of both academics and students providing more tailored services in support of teaching and learning at Otago. Subject-specific liaison librarians are familiar with the curricula and learning objectives of the academic departments within their areas of responsibility. They also have an understanding of the information needs of students whether they be on campus, remote or distance, undergraduate or postgraduate, just out of school or mature students returning to study. This poster presentation highlights the role of liaison librarians and describes some of the approaches and services available to academic staff in support of their teaching and learning.

These services include developing creative library workshops, embedding online tutorials in learning management systems, and providing individualized support to postgraduates, and are all based on sound instructional design practice and pedagogy. We will demonstrate how some of these services are currently being provided to support distance courses, the Bachelor of Oral Health programme, the Master of Entrepreneurship programme, and in 100- and 200-level papers in Sociology and Anthropology.

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Monday, 15:00-16:30

(#29) Reaching the unreachable: The role of ICT to support PhD students' research process

Kwongnui Sim (HEDC)

Widespread use of Information and Communication Technologies (ICT) has changed the way we work, learn and communicate. In higher education, ICT has had a dramatic impact on teaching and learning. Research has indicated that ICT is a necessary part of academic practice in higher education. Under normal circumstances, PhD students have to use ICT (e.g. computer technology) throughout their research journey (i.e. preparation phase, fieldwork phase, analysis phase, and write-up phase). Nevertheless, there is little attention being given to their use of ICT in this research process. With their ready access to new technologies, PhD students are well positioned to take advantage of existing varieties of ICT in order to efficiently (in terms of means to an end) and effectively (in terms of reaching goals within a task) carry out their research. A considerable portion of the current literature on computer use in academia suggests that students' use of technology will result in students being efficient in their learning (Smith, Salaway, & Caruso, 2009). In addition, a number of studies claim that computer technology now plays a significant role in supporting undergraduate study (Aspden & Thorpe, 2009; Dahlstrom, Grunwald, de Boor, & Vockley, 2011; Guidry & BrckaLorenz, 2010; Smith & Caruso, 2010). It seems ideal that ICT should also help PhD students to complete their research journey in the best possible ways (Jackson, 2005; Onilude & Apampa, 2010). But to what extent PhD students utilise ICT to support their research process is unclear. This poster seeks to summarise the findings and the key points from a review of significant parts of the existing literature associated with ICT use among graduate/postgraduate students. With that, it aims to provide the background to a planned investigation through a data-driven emergent design that takes a new angle of looking at the role that ICT plays in supporting PhD students' research processes at the University of Otago. The focus of the study will be on the context(s) in which PhD students integrate or utilise ICT to support their research process. The study then intends to address the gap in the literature about how ICT plays a role in PhD students' lives.

Full abstract including references available online <http://spotlight.otago.ac.nz/abstracts>

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Monday, 15:00-16:30

(#38) Enhancing self-efficacy for computer spreadsheet skills through teaching labs and self-help learning in first-year Biophysical Foundation students

Motohide Miyahara and James Novis (School of Physical Education)

In technical and scientific subjects, computer spreadsheet skills are essential for processing various types of data. This study focuses on students' self-efficacy of computer spreadsheet skills. Self-efficacy refers to the "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3). Computer spreadsheet skills may improve if students believe in themselves, are motivated and open to learn and strive. By actually gaining the skills, students would feel more confident and exert more efforts for further learning tasks. It is important to investigate self-efficacy because of its practical educational implications. To date, no research has empirically examined the extent of improvement in perceived self-efficacy on spreadsheet skills and the usefulness of self-help resources.

The first purpose of this study was to determine whether self-efficacy for computer spreadsheet skills would improve in first year physical education students, after a semester of studying a Biophysical Foundation of Human Movement course in the second semester of 2012. The course consisted of lectures and three labs; the first motor control lab and the third biomechanics lab required the students to use spreadsheet skills for data processing. Throughout the course, the students were directed to self-help learning tools for spreadsheet skills. The second purpose of the study was to explore the usefulness of teaching labs and self-help learning in the enhancement of self-efficacy.

In the first and the last lecture of the course, the students' self-efficacy of spreadsheet skills was measured on 5-point Likert scales. The results demonstrated statistically significant improvements over the semester in the self-efficacy of all required spreadsheet skills. Consistent with the labs' requirements, the perceived self-efficacy of data entry measured in the first lecture was significantly correlated with the first lab marks, whereas perceived self-efficacy of drawing a graph was significantly correlated with the third lab marks. Only a few students took advantage of self-help learning tools, and no student reported that they used any other resources. The students appear to have gained the self-efficacy by completing the lab tasks.

References

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Monday, 15:00-16:30

(#46) Professional supervision - an integral component of undergraduate medical education

Helen Winter and Joy Percy (Medical Education Unit, Wellington)

Professional supervision is recognised as an essential component of training in psychology, social work, mental health and many allied health professions. However, formal supervision is rarely undertaken in the medical profession. Supervision focuses on patient outcomes, with the provision of guidance and feedback of professional, personal and educational development (Kilminster et al., 2007). Establishing and maintaining a supervision relationship with honesty and explicit ground rules are essential components (Davys & Beddoe, 2010).

Resilience, avoiding burnout, and supervision in the medical workforce are not covered in many undergraduate curricula. However, the important role of supervision in maximizing learning and well-being in the training of medical professionals has been highlighted (Rudland et al., 2010). There is an increasing evidence-based approach to the models of supervision (Milne et al., 2008) and a need for supervisor training (Milne 2010). Models including a focus on biculturalism and the incorporation of a Māori worldview are emerging and provide valuable learning for all involved in supervision (O'Donoghue & Tsui, 2011).

The inclusion and normalising of professional supervision early in the academic journey may assist self-care, enhance the awareness of supervision, and facilitate reflective practice.

This infographic poster is a pictorial representation of the concept of professional supervision, grounded in the literature, as part of the undergraduate medical curriculum.

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Monday, 15:00-16:30

(#56) Adapting the peer review teaching process for ‘teaching on the run’ in clinical learning environments

Helen Winter and Joy Percy (Medical Education Unit, Wellington)

The development of regional campuses for medical student teaching has led to a number of initiatives to support learning and promote excellence in clinical teaching. One area, previously identified by clinicians from the regions and staff at the Medical Education Unit in Wellington, has been peer review of clinical teaching. This includes observed teaching sessions, with feedback on formal and informal teaching. A focus has been developed for observation of ‘on the run teaching’, i.e. opportunistic teaching and informal teaching, to provide advice and feedback about maximising these learning opportunities. Peer observations of post-take ward rounds, one-to-one corridor teaching, and busy clinical settings have provided teachers with feedback to ensure rich learning from the clinical experiences. Benefits for observers and observees are well-described. This is an evolving process, with the form of feedback and the template used as a tailored tool to assist the individual. The teaching peer review template from Otago has been adapted, and was discussed at a recent workshop with 17 clinicians from a regional teaching centre. The workshop highlighted some of the following template items as important for clinicians to receive feedback on:

How effective was I at maximising the learning opportunities? How effective was I in modeling professional behavior? Did I assess learners’ needs for the teaching session? How did I value the contributions made by the learners?

This infographic depicts some of the suggestions from the interactive exercises from the workshop, and the evolving process and template for teaching observations. It is anticipated that an interest group in peer review will establish the template and processes within the teaching culture.

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Monday, 15:00-16:30

**(#57) Developing an eLearning tool to teach professionalism –
'learning from Chrissie'**

Helen Winter (Medical Education Unit, Wellington) and Nick Leney

Teaching professionalism has become explicit in many undergraduate medical programmes. Patients are an integral part of clinical teaching, however rarely have a role in formal teaching or as a provider of formal feedback. Their role in teaching professionalism warrants further consideration.

This elearning tool incorporates a video of a patient, Chrissie, talking about her experiences in her cancer journey, as a method of teaching professionalism. The patient discusses her experience of being diagnosed with advanced lung cancer and describes what she found helpful and less helpful, in conversations with doctors regarding her prognosis and care. She provides lessons for future junior doctors about how to approach the patient diagnosed with a life threatening or incurable disease.

The insight she gives on how doctors also need to look after themselves, and share their learning with each other, is echoed by conversation excerpts on the video by clinical nurse specialists who comment on her story.

This elearning tool invites attendees to answer questions on the impact of Chrissie's story. The screen will invite viewers to reflect on the video, the role of patients as educators, and advise how such resources may be integrated and evaluated as tools for learning for undergraduates and doctors in training.

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Monday, 15:00-16:30

PRESENTATIONS

(#15) “We’re singing in the dark!?”

A pre-European Māori method of teaching in a tertiary institution

Karyn Paringatai (Te Tumu)

In pre-European Māori society much of the education of children occurred informally. They learnt by observing older siblings and elders doing activities and tasks: mimicking what they were doing and asking questions where appropriate. However, there were some forms of knowledge that were singled out as too important for their acquisition to be left to chance and they became subjects of formal study in the *whare wānanga* (pre-European institutions of learning of esoteric knowledge). *Tohunga* (knowledgeable experts) were charged with the task of passing esoteric knowledge on to the pupils, who were seen to be gifted with the ability to recall information unaltered, to ensure that its authenticity and antiquity remained intact.

One of the teaching methodologies employed in the *whare wānanga* involved instruction occurring in total or semi-darkness. Students entered the *whare wānanga* in the middle of the night when the mind was said to be free of distractions. It was thought that limiting external stimuli and keeping students isolated was more conducive to enhancing the retention skills of the student. *Tohunga* would often use mnemonic type instruction, for example formulaic verses, melodic chants, genealogical recitations and *karakia* (prayers), to teach their students.

This presentation will demonstrate how this particular teaching methodology was employed at the University of Otago. It will include the audience being immersed in darkness whilst being taught the lyrics and tune to a simple Māori song. By providing the opportunity for people to learn in this particular environment it will enable them to gain an insight into how this teaching method can extend beyond Māori performing arts and be adaptable to any subject to help enhance the aural receptive skills of students.

Full abstract including references available online <http://spotlight.otago.ac.nz/abstracts>

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Monday, 15:00-16:30

(#14) Don't Fear The Reaper: Reconfiguration of teaching and musical technologies (and inevitable resultant apprehension)

Robert Burns (Music) and Swee-Kin Loke (HEDC)

The histories of the bass guitar and computerised educational technology can be compared in several ways. Whereas the bass guitar was originally intended as a more portable, guitar-like version of the double bass in the early 1950s - a 'bastard instrument' (Mulhern, 1993), the 'word processing computer' (in all its forms since the 1970s and 1980s) was intended as an electric typewriter with computer processed editing facilities. Since those periods, both the bass guitar and the word processing computer have developed substantially and have become stand-alone tools in music and in e-teaching, having both been innovatively reinvented. The bass guitar is now a legitimate musical voice and the computer a means of teaching, course development, assessment and maintaining student contact. While the bass guitar is still not regarded as an orchestral instrument, it has superseded the double bass in most popular music. However, it could be argued that educational technology has not made as big an impact on teaching and many teachers continue to use digital tools to replicate existing teaching practices (Blin & Munro, 2008; Reeves, McKenney, & Herrington, 2011). Through a series of short musical performances and videos, Dr Rob Burns and Swee-Kin Loke will share some examples that drove these transformations, and will highlight concepts that educators can learn from the continual development of the electric bass: to embrace change; to focus on pedagogy and our role as teachers; and to maximise the potential of each medium.

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Monday, 15:00-16:30

POSTERS

(#52) Fashionable, appealing, illusive, and still evolving: The notion of Threshold Concepts and their place in Computer Science education

Janet Rountree, Anthony Robins and Nathan Rountree (Computer Science)

A decade since the idea was first proposed by Meyer and Land (2003), the Threshold Concept (TC) framework is still evolving (Barradell, 2013). Empirical evidence for TCs has been collected in some 80 disciplines with more than 150 papers devoted to the idea (Land, 2011). There are now three books published on the topic (Meyer & Land, 2006; Land et al., 2008, 2010), and many research articles, with Dr Michael Flanagan's website devoted to TCs providing an extensive resource for this work (<http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html>). As well, there is a Biennial Threshold Concepts Conference.

What exactly are TCs? Why are TCs appealing? Why are they illusive and problematic? Do they have any practical teaching value, or are they just an academic discourse? This poster presentation will discuss these questions within the context of Computer Science education.

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Monday, 15:00-16:30

(#53) Experience using an online video annotation tool for reflective practice

Steve Gallagher (Psychological Medicine), Janet Rountree (Dentistry), Bernadette Drummond (Dentistry), Jane Millichamp (Psychological Medicine) and Maria Stubbe (Primary Health Care & General Practice, Wellington)

The capacity for reflective practice, which includes the ability to learn from personal experience, is an important attribute for a competent healthcare professional (Mann, 2009). Assisting students to develop skills as reflective practitioners is a goal shared by Dentistry and Medicine at Otago, however there are constraints in terms of time, physical space, and the availability of teaching staff, which limit opportunities to work on the development of reflective skills. Having an online space reduces pressure on physical resources, increases flexibility for both students and tutors, and creates a digital version of interactions that can be easily shared with others for teaching purposes. Using Bracken Learning (<http://brackenlearning.com>) as the environment, we have created an online learning space in which students can review their filmed clinical consultations (both authentic and simulated). The students annotate their filmed consultation, highlighting aspects of communication, and share this annotated video with their tutors for feedback. This approach allows the student to review their interaction in their own time, and show evidence of developing professional skills in this area. The aim of this creative communication session is to provide an online, hands-on opportunity for conference attendees to try out the online annotation tool we are using for this project, to see the learning space we have developed for reflective practice in postgraduate paediatric dentistry and undergraduate medicine (students' confidentiality will be preserved throughout), and to discuss our project experience to date.

References

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Monday, 15:00-16:30

(#55) Undergraduate dental students' perceptions of working with children - what did students view as the positive and negative aspects?

Janet Rountree and Bernadette Drummond (Dentistry)

Working with uncooperative dental patients can be a challenge, and paediatric dentistry can provide the greatest challenge in behavior management (York et al. 2007). Undergraduate dental students can face challenges when treating anxious young children, especially when trying to manage behavior and provide treatment. The University of Otago undergraduate paediatric dentistry clinic is unique in that almost all the children are referred from dentists or dental therapists who have not been able to manage the children's dental needs. Many of the children are very young and have little experience of dentistry, or are deemed by the referrers to be 'uncooperative'. In addition to managing the children, students must also be able to develop good communication with the children's parents under stressful conditions. Because dental students do not always look forward to paediatric dentistry, this project was designed to investigate their thoughts when they first began treating children, and after several months of experience.

This poster will present the initial findings from student questionnaires that asked what aspects of interacting with child patients students viewed as positive, and what was negative. We will discuss how these findings might inform strategies to improve the introduction of this area of dentistry and better support students as they gain experience.

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Monday, 15:00-16:30

(#65) Mobile resources for students: Anytime, anywhere access to course material

Bill Anderson (Distance Learning) and Matthew Smart (elearning, ITS)

A pilot scheme run during Semester One 2013 focused on providing course readings and a selection of text, video and image resources to students through their mobile devices – smartphones or tablets. The pilot was run in a distance delivered postgraduate paper offered by Te Tumu. Each week, course readings, a video, a textual introduction, images and links were provided in an ePub file that students could download to their device. In this session we provide participants with a hands-on opportunity to experience the resources we developed and to talk with us about the process we used to create them.

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Monday, 15:00-16:30

(#63) A Teaching Culture Inventory to assess and enhance the departmental learning space

Rachel Spronken-Smith (GRS)

While much has been written about the place of good teaching in higher education, less has been written about how to develop a teaching culture within a department. Yet, as Knight and Trowler (2000) argued, unless the departmental culture promotes good teaching, there is little impetus for academics to improve their teaching. Thus we should focus on the departmental space if attempting to foster a vibrant teaching culture. Moreover, as Knight and Trowler proposed, we should target the leaders of departments, as they are the key to improving the teaching culture. Accordingly, in my poster, I present a Teaching Culture Inventory (TCI) that is designed to assist departmental leaders to take stock of their teaching culture. The TCI comprises a checklist of 60 items that are clustered into nine categories: planning for teaching; articulation of graduate profiles and graduate attributes; providing a supportive environment for student learning; fostering close research-teaching links; providing rich and diverse educational opportunities; using technology wisely in teaching; promotion of the scholarship of teaching and learning; quality assurance and quality enhancement of teaching; and professional development for teaching. The TCI is designed to promote reflection on the departmental teaching culture, and by using this tool it is hoped that departmental leaders are better placed to improve student learning in their departments. The TCI has been used in a leadership programme with Heads of Department and feedback was very positive. Through discussion of the TCI with the Spotlight audience, I hope to further refine the inventory.

References

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Monday, 15:00-16:30

(#23) Inform your practice: Practise your InForm

Adon Moskal and Sarah Stein (HEDC)

Otago InForm, the e-ordering system for requesting student feedback questionnaires at Otago, was released university-wide in August, 2012. The first iteration of this software focussed primarily on migrating the existing ordering process online, rather than introducing any new aspects to the procedure. The second version of InForm is scheduled for general release in early November, 2013, and will see a number of new features implemented, including:

- the ability to copy from previously ordered evaluations;
- more comprehensive question creation tools for the user;
- online results reporting; and
- an overall new look and feel.

As well as providing staff with a more efficient tool for ordering questionnaires, the development of Otago InForm 2.0 contributes to an ongoing investigation into the impact of practical institutional evaluation instruments on staff perceptions of evaluation (Stein et al., 2013).

A computer-based demonstration of InForm will be available during the Creative Communication session. Evaluation staff will be on-hand to guide users through the process of creating an evaluation questionnaire. Participants will be encouraged to design and request a questionnaire to evaluate an aspect of their teaching. The test system will remain open to participants at the end of Spotlight, thereby allowing staff the opportunity to administer their evaluations if desired, return the completed forms to HEDC for processing, and view their results online.

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Monday, 15:00-16:30

(#75) Experiential education: A sales proposition with zero budget

Mathew Parackal, Dr Sergio Biggemann (Marketing) and Dr Robert Mitchell

One of the challenging parts of teaching marketing is demonstrating to students how the marketing principles operate in the market place. In the sales and sales management course, we started addressing this challenge by adopting experiential education. Over the years we have worked with a number of organisations in Dunedin for whom our students have helped to achieve their sales endeavours. Students were required to define a value proposition regarding the organisation's offerings, then go out and present it to the market. In doing so they experienced firsthand how the sales principles operated. Being a real-life event it built confidence in our students to handle sales tasks. This presentation is a collection of feedback captured by the media that found the students' work in the community interesting and worthy to be covered.



SESSION 7

TUESDAY, 9:30 - 10:30



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Tuesday, 9:30-10:30

PANEL

(#48) What do we do about unintentional plagiarism?

Lee Adam (HEDC), Brigid Casey (Commerce), David Cross (Student Administration), Karen Nairn (UOCE) and Sarah Stein (HEDC)

Plagiarism hits the headlines regularly. The University of Otago has a clear set of procedures on plagiarism, but how do these work in practice when we identify an instance of unintentional plagiarism? This panel discussion will extend a conversation on building a response to unintentional plagiarism, and in supporting students in learning how to engage in academic scholarship. Panelists will commence the dialogue by sharing their experiences in dealing with unintentional plagiarism from the perspectives of a student, a divisional coordinator of teaching and learning, a policy administrator, a course coordinator, and an academic staff developer. The discussion will provide a forum to explore a range of responses to unintentional plagiarism, and the impacts these have on teaching and learning.

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Tuesday, 9:30-10:30

PAPERS

(#28) Online discussions: Reflection for intercultural learning in medicine

Mary Furnari (HEDC)

Doctors require intercultural competence and reflective practice to work effectively in increasingly diverse and rapidly changing professional settings. Finding effective means to develop these skills in medical students early in their training can be challenging. This paper describes an initiative to pilot online discussion forums in the Culture and Health Unit in 2nd year medicine at the University of Otago. The online discussions were part of a blended curriculum and the aim was to facilitate reflection about the impact of culture in cross-cultural clinical consultations. Online discussions were chosen because the asynchronous quality of the online environment allows more time and space for careful reflection than the fast-paced classroom environment, and because of their potential to foster socio-cultural learning through discussion with peers. We found that the online discussions encouraged students to recognize points of view that they had not previously considered. Students drew upon their personal “lived” experiences to share valuable knowledge about culture, and students expressed insights about how the hidden dimensions of culture can contribute to misunderstandings with serious clinical consequences.

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Tuesday, 9:30-10:30

(#34) Developing Health Sciences students' information skills through online self-paced learning

Sarah Gallagher and Trish Leishman (Library)

StudySmart is a self-paced online course originally designed for second year medical students at the University of Otago by the Health Sciences Liaison Librarians (1). The course replaced in-class information skills labs and lectures and was piloted with this group in 2012 (2). In 2013, with support (3) from the Schools, StudySmart was additionally rolled out to second year Dentistry, Pharmacy and Physiotherapy students. With the exception of Dentistry, StudySmart has been accepted as a terms requirement or compulsory element within the Medical, Pharmacy and Physiotherapy curricula.

The content comprises learning objects developed in-house (4) as well as appropriate Open Educational Resources (OERs) from external sources. It comprises a series of topics, tasks and quizzes which are built within the extant Learning Management Systems (LMS): Moodle and Blackboard. Academics are able to choose topics that meet their students' need from an available pool that is edited or added to as required.

We intend to report on the qualitative and quantitative evaluation data we have collected that demonstrates the students' level of knowledge and understanding after completing StudySmart, as well as reporting on what the students felt were the most valuable and least valuable aspects of the course. The majority of students who completed the course reported an increase in knowledge and understanding about the topics covered and were positively disposed to the value of the online course (5, 6). We also intend to report on some of the challenges we faced, upcoming changes we hope to implement, some of which are in response to student feedback, and the next step in the development of the course within the Health Sciences programmes for 2014.

Full abstract including references available online <http://spotlight.otago.ac.nz/abstracts>

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Tuesday, 9:30-10:30

(#17) What do staff and students in the Faculty of Medicine understand e-learning to be and what are the implications for its effective implementation?

David Tordoff (Faculty of Medicine)

Attempting to define e-learning has been likened to 'nailing jelly' (Little, 2010). A survey of staff and students in the Faculty of Medicine was carried out to establish a) how they used Blackboard and Moodle and b) to gain an insight into their understanding of e-learning. This paper looks at the latter aspect.

A literature search provided a range of definitions of varying usefulness. Two papers provided a range of attributes or conceptions that form the key features of e-learning/technology enhanced learning. JISC (2009) have moved their focus to 'technology enhanced learning' (TEL) and identify eleven attributes. Stein et al. (2011) identified five conceptions of e-learning amongst staff at Otago.

Respondents were asked to provide a definition of e-learning and an example of what they saw as an exemplar. Their resulting statements were measured against the JISC attributes and Stein's conceptions. Any overlap between respondent's definition/example with the attributes/conceptions was counted as a match.

There were differences between how students and staff saw e-learning. In particular, there was more variation in staff views. These findings will be discussed.

If we are to successfully use the available technology to enhance our students' learning we need to have a clear understanding of what we want to achieve and where our staff and students are starting from. Introducing the new technology can be likened to the introduction of the motor car or flight in the early 20th Century. Initial fear, not realising its full potential (it will never catch on), understanding its limitations and potential, leading to full utilisation within society. Do we want to continue with a 19th century teacher-centred approach with a nod to the 21st century, or explore how the new technologies can enhance the student learning experience?

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Tuesday, 9:30-10:30

WORKSHOP

(#26) What would you do? Discussing problematic teaching situations

Peter Schwartz (Pathology) and Clinton Golding (HEDC)

One of the best ways to improve your teaching is to reflect upon and discuss common issues and problems that all teachers face. This workshop will give you a taste of a case study method that is particularly useful for this purpose (Boud, 1987; Heron, 1989; Schwartz & Gibbs, 1993). You will discuss what you would do when faced with a common teaching issue (that actually happened here at Otago) and, in the subsequent reflective discussion, you will gain new insights that will help you better understand your own teaching:

A student submits an assignment that was done in a barely adequate manner and, since it is also submitted late without excuse, the teacher ends up giving it a failing grade. When combined with the student's other assessments, this gives the student an overall failing grade for the course and prevents her from being admitted immediately to her chosen profession. At the last minute, the student tries to get the grade changed on the grounds that she did, in fact, have a valid excuse for the late submission and that the same project was given an A grade when submitted to another department. What should the teacher do?

You will read more about the background to the situation, and then will discuss with other teachers what issues might be involved and what you think the teacher should do next. You will be asked what you think the teacher actually did do next, before you read and evaluate with your colleagues what the teacher did. The purpose is to give you insight into how teachers might think through and deal with teaching problems. Sound interesting? Come along and 'have a go'.

Workshop structure and activities

1. Introductions, description of the process, and ground rules
2. Read the scenario and initial responses
3. Identify, consider and discuss some of the key issues raised by the case
4. Reflect on what we think would happen next, and compare with what actually happened
5. Comment on and raise questions about the decisions taken by the teacher in the case.

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SESSION 8

TUESDAY, 11:00 - 12:00



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Tuesday, 11:00-12:00

PANEL

(#11) Developing a research instrument to explore university-teachers' perspectives on which aspects of academic integrity students learn as they experience supervised undergraduate-research

Kerry Shephard (HEDC), Tiffany Trotman (Humanities), Mary Furnari (HEDC) and Erika Loftstrom (University Centre for Research and Development of Higher Education, University of Helsinki)

The literature, and our own experiences, suggest that university teachers hold diverse and some contradictory views on whose role it is to teach academic integrity to our students and, indeed, if academic integrity can be taught at all. We have embarked on a Q-methodological exploration of the subjective views of university teachers at the University of Otago (New Zealand), with a parallel study at the University of Helsinki (Finland). Our study focuses on students' first experience of supervised research, and on the specific roles and responsibilities of their research supervisors.

The first phase of this research involves exploring the literature, reflecting on our personal experiences, and inductive-analysis, based primarily on informal interviews and focus group meetings with key stakeholders (including research supervisors and students). This discussion addresses this phase, including the development of the research instrument, the Q-set, comprising statements representing the wide range of views held by university teachers about academic integrity and their role within this domain. Our paper briefly describes subsequent planned-for stages in our research. Our research findings may inform policy-making by providing data on how ethical guidelines are perceived by university teachers, and on how teachers view their roles. The Q-set itself could be used by universities to map the prevailing ethical climate and to inform training initiatives for both academic staff and students. We hope that discussions will focus on the nature of the research questions involved in this research, in particular on the academic sensitivities that need to be respected, and on the research approach adopted.

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Tuesday, 11:00-12:00

PAPERS

(#35) Informal language learning practices on Facebook

Antonie Alm (Languages and Cultures)

As language teachers are experimenting with educational uses of Facebook, language-learners seem to discover their own ways of using the social networking site (SNS) to communicate with native speakers and to practice their language skills. White (2009) reports that participants of a tertiary tandem project engaged in private exchanges on Facebook. Lamy's (2011) distance students created a Facebook group to bridge the time between teaching modules. Not only do these bottom-up initiatives show the potential for "intercultural communication in the wild" (Thorne, 2010), they also reposition the teacher's role of initiating, guiding and evaluating interactive online learning experiences.

This paper investigates the use of Facebook for informal language learning by language students at the University of Otago. 191 language students (Chinese, German, French, Japanese and Spanish) completed an anonymous online questionnaire on (1) their perceptions of Facebook as a multilingual environment, (2) their online writing practices, and (3) their views on the educational value of their experiences. Findings indicate that language students are using a range of Facebook features to expose themselves to, and for practicing, the languages they study. Some variability in use could be explained by the proficiency-levels of the students (beginner, intermediate and advanced levels), the strength of social ties with native speaker Facebook friends, and personal attitudes towards the social networking site. Participants displayed a high level of personal agency in their second language Facebook use, which was shaped by online practices in their native language. The findings confirm that Facebook is perceived as a personal communication tool, and that any endeavours to train language students in the use of Facebook for language practice need to consider learner perceptions of the social networking site.

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Tuesday, 11:00-12:00

(#18) A web based distance learning course for Trainee Interns; how to blogger it up
David Tordoff (Faculty of Medicine)

All medical staff, as part of their normal duties, soon discover that teaching is an important and integral part of their role. Rarely are they offered support in developing the necessary skills to cultivate this role. Senior medical students find themselves in a similar position, assisting their junior colleagues in their learning, particularly in the clinical environment.

Since 2006 Dunedin School of Medicine has encouraged our Trainee Interns (TIs, year 6 students) to be involved in supporting their peers and juniors. Each year a workshop is held to provide some insight into their immediate role (helping on the wards, in the 4th year formative OSCE examination) and their future teaching role. Attendance is voluntary and each year the numbers have increased with almost 50% of the year group now joining in. Due to placements there are always some TIs who miss out. Recently this increased with a cohort spending the full year in Invercargill.

Our response has been to set up a distance learning programme run through Moodle. This is based on some of the 21 modules developed by the London Deanery for their clinical teaching staff. We chose three modules to cover similar material in our workshop with an estimated comparable time commitment. Fifteen TIs initially expressed interest.

This paper describes the development and delivery of the programme and student progress. A SWOT analysis identifies what went right, what went wrong and how we can learn from the experience.

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Tuesday, 11:00-12:00

(#40) Social media as a teaching tool: Oral Health students blogging their way to becoming social media 'savvy'

Rebecca Ahmadi (Dentistry)

First year Bachelor of Oral Health students at the Faculty of Dentistry, University of Otago are required to take a 100-level 'Oral Informatics' paper within their first semester. This paper aims to teach the principles of information literacy within oral health. Within this paper social media is used to communicate oral health messages, and students participate in oral health blogs on which they are assessed. The students are required (in groups of five students) to deliver five oral health-promoting messages to an adolescent audience. The audience is a selection of staff members who assume the role of teenagers online for the duration of the assessment. This assessment encompassed teamwork, searching for appropriate information online, discovering how to create health-promoting messages, creating a professional identity, and exploring blogs as a medium of professional and educational communication. A 'blogging rubric' was used to evaluate the students' ideas, content, writing quality, post frequency, use of enhancements (music, written text, pictures, and games) and participation within the blog. The completed blogs were innovative, entertaining, and included appropriate oral health-promoting information. In addition to the skills in finding and evaluating information, the students developed their communication skills by delivering oral health messages to an adolescent audience in a variety of ways. This exercise created opportunity for discussion on ethical issues with using social media as a professional, assessing the validity of online information, and developing an understanding of the need for commitment to life-long learning as a health professional.

As the online world is part of our students' everyday lives, incorporating it into the curriculum is necessary. On completion of the course, the first year oral health students have become not only more information literate, they have also developed a critical approach to using social media for personal and professional use.

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Tuesday, 11:00-12:00

WORKSHOP

(#30) Effective teaching strategies for a flipped classroom

Megan Anakin (UOCE)

Over the last two years, several teaching teams at the University of Otago College of Education have been exploring alternatives to the use of the lecture format for teaching large courses. These teams have been exploring ways to flip their university classrooms. “[F]lipping describes the inversion of expectations in the traditional college lecture. It takes many forms, including interactive engagement, just-in-time teaching...and peer instruction” (Berrett, 2012, p.1). To change expectations in our classrooms, we replaced lectures with video clips and implemented structured learning activities during our tutorial time to increase student interaction and achievement (Huston & Lin, 2012; Tucker, 2012). While the idea that students are expected to be active and engaged participants in the learning process rather than passive recipients of information is not new, higher education has been slow to develop effective teaching practices to support teaching teams who want to flip their large courses (Berrett, 2012). While exploring new technology and practice at such a large scale is not without pitfalls, the benefits we have experienced outweigh those costs (van der Meer & Anakin, 2013). This workshop will feature the teaching strategies we have designed to help students to understand the course content, ease first-year students’ transition into the university setting, promote the University of Otago’s graduate attributes, and demonstrate congruent teaching (Poulson-Genge & Paris, 2013).

Workshop structure and activities

During this interactive session, participants will experience a set of inter-linked teaching and learning strategies that were used in the flipped classrooms of a large first year undergraduate course during the first semester of 2013. First, participants will surface prior knowledge about a topic using a collaborative summarising strategy. Secondly, participants will use an active reading and note-taking strategy to help them process new information. Finally, participants will apply and evaluate their understandings by generating criteria, giving and receiving peer-feedback, reflecting on their progress, and setting goals for their next steps of learning.

Full abstract including references available online <http://spotlight.otago.ac.nz/abstracts>



SESSION 9

TUESDAY, 13:00 - 14:00



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Tuesday, 13:00-14:00

PAPERS

(#37) Teaching clinical reasoning to undergraduate medical students: Introduction to patient handover

Roshan Perera (Medical Education Unit, Wellington)

Clinical practice is about making choices. Clinical reasoning is the process which guides doctors in a clinical situation, in the gathering, synthesis and interpretation of information from a variety of sources, for decision-making and formulation of a coherent plan of action.

One aspect of practice that requires clinical reasoning is the efficient communication of information about a patient to another health professional. The context may range from an emergency, to a request for a specialist consultation, or a routine handover of care to another clinical team member. Each of these situations requires that key information is conveyed in a succinct and logical manner.

In 2013, a new component of teaching which focused on the patient handover process was introduced for Year 4 medical students at University of Otago, Wellington. This component emphasised problem identification, prioritization, and efficient communication of relevant information within a clinical context.

Process: During the first three-week module of the year, each student was required to undertake a clinical consultation with a patient and prepare a concise, prioritised, oral summary of that consultation, within the context of a routine handover of care. Students then presented their summary (in pairs) to a clinical tutor. Formative feedback was provided immediately to each student.

A subsequent evaluation was conducted mid-year in a focus group.

Results of the tutor's perception of the issues encountered by students in relation to learning this aspect of clinical reasoning, and the results of the student evaluation will be presented. Plans for on-going refinement and integration with other aspects of clinical reasoning teaching will be discussed.

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Tuesday, 13:00-14:00

(#60) Experiential science education

Rainer Hofmann (Agriculture and Life Sciences, Lincoln University)

“Tell me and I will forget; show me and I may remember; involve me and I will understand” (Confucius). Experiential education theory dates back to the last century (Dewey, 1938) and there is significant scope for its utilisation in modern educational practice. The Association for Experiential Education defines experiential education as “methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities” (Association for Experiential Education, 2013).

In particular, experiential education can be utilised to convey a more realistic, first-hand learning experience for better integration across the wide spectrum of learning styles among students. To achieve optimal learning outcomes, experiential learning should be combined with other methods of education, including traditional approaches (Armstrong, 1977).

This presentation provides examples from experiential education in university biology classes. The methodology can be used to improve direct student involvement and ‘grasp’ of the learning materials, using active learning components or outdoor classes, combined with flipped classroom approaches, to deepen understanding and synthesis (Hoellwarth & Moelter, 2011). The particular importance of reflection and assessment are discussed. “For the things we have to learn before we can do them, we learn by doing them” (Aristotle, 325 B.C.E., *Nicomachean ethics*).

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Tuesday, 13:00-14:00

(#12) Undergraduate numeracy in the Business School

Chris Linsell (UOCE) and Brigid Casey (Commerce)

University entrance requirements include the requirement for students to be numerate. Numeracy for this purpose is defined as students having 14 credits in Level 1 NCEA mathematics and statistics. However, research has shown that students who meet these requirements often score very poorly on an assessment designed to measure adult numeracy (Linsell & Anakin, 2012). Adult numeracy is a growing area of inquiry but little is known about the numeracy of university undergraduate students, other than anecdotal information that many students struggle with the mathematics and statistics requirements of some papers.

A tool for assessing numeracy, which is currently being used extensively in the NZ tertiary education sector, is the TEC Literacy and Numeracy for Adults Assessment Tool. This online adaptive assessment tool provides a measure of numeracy by investigating students' ability to solve meaningful problems in mathematics up to about Year 10 of schooling.

For two semesters students enrolled in a compulsory 100 level business statistics paper, BSNS102, have completed the TEC adult numeracy online assessment (n= 943). This data is being analysed, along with BSNS102 results, to explore whether the TEC diagnostic tool provides enough information to make judgements about Business students' learning needs in mathematics. Preliminary data analysis has found that the failure rate for Bachelor of Commerce students in the BSNS102 exam in Semester 2 2012 was 26%. For students with numeracy scores over 700 (about 3/4 of the cohort) the failure rate was only 20%. For students with numeracy scores under 700 (about 1/4 of the cohort) the failure rate was 41%. For students with numeracy scores under 600 the failure rate was 73%.

Consistent with policies on graduate attributes and assurance of learning, the Otago Bachelor of Commerce programme aspires to develop responsible global citizens who understand how business works and who will lead NZ and the world towards economic, environmental, social and cultural prosperity and well-being. Students should develop the ability to comprehend and use appropriate quantitative concepts and methods to interpret and critically evaluate data, including financial information. We suggest that monitoring students' numeracy, using the TEC assessment tool, provides reliable information which can be used to inform teaching and learning.

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Tuesday, 13:00-14:00

(#33) Why and how should lecturers engage with graduate outcomes?

Rachel Spronken-Smith (GRS), Carol Bond and Angela McLean (HEDC)

What is the place of graduate outcomes in student learning? Why should lecturers bother to teach towards graduate outcomes? In this session we will discuss a recently completed Ako Aotearoa national project on Graduate Outcomes (GOs) (Spronken-Smith et al., 2013). The project aimed to identify current policy and practice regarding GOs in New Zealand universities and polytechnics; document and analyse examples of good practice; and determine the necessary conditions and possible strategies for the effective development of policies and practices regarding GOs. The project used a mixed methodology approach involving a stock-take of institutional engagement with GOs across the tertiary sector as well as analysing cases of good practice across four institutions (AUT, Otago and Victoria universities and the Christchurch Polytechnic Institute of Technology). The cases included vocational degrees such as Broadcasting, Physiotherapy and Oral Health as well as more general degrees such as Applied Science, Design, Marketing, Music and Tourism. Our research showed that lecturers wanting to embed GOs in their courses should 1) align their courses with relevant GOs; 2) use powerful teaching and learning activities to foster these outcomes; 3) gain leverage from enablers of engagement with GOs such as drawing on external drivers and using processes that assist in the embedding of GOs; and 4) monitor the process of embedding GOs and use the feedback to improve the learning experiences for students. We will discuss specific strategies for embedding GOs in courses and provide participants with access to resources that will help them in this process.

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Tuesday, 13:00-14:00

(#59) Critical pedagogy, higher education and a more equal society

Joanna Joseph Jeyaraj (HEDC)

In many higher education subjects outside the social sciences there are teachers who practice critical pedagogy. This form of teaching seeks to bring about social change through education and draws upon critical theory to bring about a more equal society and social justice for all. Examples come from music, physical education, nursing, mathematics, management and, for my study, English language. English language teaching (ELT) critical pedagogues help students learn language through discussions about race, gender, religion, poverty and politics. Graduates gain both a new language and an awareness of these issues. In my study, I worked with 11 ELT critical pedagogues from around the world, who shared their stories about changing their practices and adopting critical pedagogy. Critical pedagogy was transformational for teachers and their students. They saw a positive change in language acquisition, new relationships with students, and a political awakening in many. However, this carried risks in terms of how colleagues and forces in society viewed their practices. I give the single case from Turkey that shows evidence to illustrate these ideas. If academics in NZ wish to take on their role as critic and conscience of society, then critical pedagogy is one way of doing this.

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Tuesday, 13:00-14:00

(#5) Re-thinking an educational concept: Rethinking addiction

Helen Moriarty (Primary Health Care and General Practice)

Alcohol, drug and non-substance addiction are common in NZ society. The Law Commission Reviews of the Misuse of Drugs Act and the Alcohol regulatory framework both made a very clear case for change directed at reducing harm (1, 2). There is widespread acceptance that the responsibility to ask about substance abuse and addiction and to provide brief intervention, where appropriate, lies with health practitioners and also other professionals who come into contact with the public (e.g., social workers, police, corrections officers, youth workers and teachers).

However, national and international literature reveals that conversations about addiction happen less often than anticipated and are not necessarily conducted in a therapeutic manner (3). Whilst a variety of reasons have been put forward to explain this, addressing the learning to change practice is also problematic overseas and in NZ (4, 5).

There is a fundamental need to change the educational conceptualisation of addiction and the way in which the topic is taught to trainees (6) and to established professionals. A new resource entitled *Demystifying Addiction* was recently developed toward this goal (7).

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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, 13:00-14:00

WORKSHOP

(#20) Feed the Research Monster: Making RSS feeds work for you!

Charlotte Brown, Shiobhan Smith and Sarah Gallagher (Library)

This workshop will provide an opportunity for participants to learn about RSS:

- What is it?
- Why you would use it?
- We will explore some of the top RSS readers and help you decide which one is best for you.

There are so many RSS readers available that it can be a challenge to find the right tool for your needs. Whether RSS is completely new to you, or you have been looking for an alternative to Google Reader, come along and learn how to feed the research monster inside you!

Workshop structure and activities

This interactive session aims to share examples of good research practice and to foster a community of practice for staff interested in using RSS to keep up-to-date with the latest research, innovations in teaching, and to track their research impact (find out who has cited you lately).

By modelling the collaborative learning technique, "Zeus: the cloud-gatherer", the librarians will facilitate discussion about seven simple alternatives to Google Reader. 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.

Participants will also have an opportunity to reflect on how they may apply the tool in their own practice. After the workshop, the community will be invited to contribute to a Google Doc listing relevant RSS readers, descriptions of each, examples of how they can be used, and a video tutorial (where available).

Full abstract including references available online <http://spotlight.otago.ac.nz/abstracts>

SESSION 10

TUESDAY, 14:00 - 14:30

CLOSING PLENARY



Reflections on Spotlight 2013

Tony Harland (HEDC) and Spotlight Programme Committee



